

EAST CLARENDON HIGH

1171 Pope Street
Turbeville, SC 29162

GRADES 6-12 High School

ENROLLMENT 374 Students

PRINCIPAL L. Dwayne Howell 843-659-2187

SUPERINTENDENT Mary Rice-Crenshaw 843-659-2188

BOARD CHAIR Dr. George Green 843-659-2137

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	19	9	2	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	81.5	N/A	N/A	72.9	N/A	N/A
Passed 1 subtest	12.3	N/A	N/A	14.3	N/A	N/A
Passed no subtests	6.2	N/A	N/A	13.1	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	90.0%	93.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.5	12.1
Seniors who met the SAT/ACT requirement	4.5	12.2
Seniors who met the grade point average	43.9	47.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	83	199
Number of Diplomas	64	146
Rate	77.1%	73.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	80	90.0	66	4.5	83	77.1	YES
Gender							
Male	41	95.1	34	0.0	40	77.5	N/A
Female	39	84.6	32	9.4	43	76.7	N/A
Racial/Ethnic Group							
White	50	96.0	37	8.1	47	91.5	N/A
African-American	29	79.3	27	0.0	35	57.1	
Asian/Pacific Islander	0	N/A	1	I/S	0	N/A	N/A
Hispanic	1	I/S	1	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	76	93.4	66	4.5	76	82.9	N/A
Disabilities other than speech	4	I/S	0	N/A	7	14.3	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	80	90.0	66	4.5	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	1	I/S	0	N/A	N/A
Non-Limited English Proficient	80	90.0	65	4.6	83	77.1	N/A
Socio-Economic Status							
Subsidized meals	32	84.4	23	0.0	38	60.5	N/A
Full-pay meals	48	93.8	43	7.0	45	91.1	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	86	96.5	13.3	26.5	33.7	26.5	72.3	YES	YES
Gender									
Male	43	97.7	11.9	28.6	38.1	21.4	73.8	N/A	N/A
Female	43	95.3	14.6	24.4	29.3	31.7	70.7	N/A	N/A
Racial/Ethnic Group									
White	59	96.6	7.0	22.8	35.1	35.1	80.7	YES	YES
African-American	26	100.0	26.9	34.6	30.8	7.7	53.8	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	76	96.1	4.1	27.4	38.4	30.1	82.2	N/A	N/A
Disabled	10	100.0	80.0	20.0	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	85	97.6	13.3	26.5	33.7	26.5	72.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	85	97.6	13.3	26.5	33.7	26.5	72.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	41	95.1	25.6	25.6	30.8	17.9	56.4	YES	YES
Full-pay meals	45	97.8	2.3	27.3	36.4	34.1	86.4	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	86	96.5	15.7	36.1	31.3	16.9	56.6	YES	YES
Gender									
Male	43	97.7	16.7	31.0	33.3	19.0	57.1	N/A	N/A
Female	43	95.3	14.6	41.5	29.3	14.6	56.1	N/A	N/A
Racial/Ethnic Group									
White	59	96.6	10.5	29.8	36.8	22.8	68.4	YES	YES
African-American	26	100.0	26.9	50.0	19.2	3.8	30.8	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	76	96.1	9.6	37.0	34.2	19.2	63.0	N/A	N/A
Disabled	10	100.0	60.0	30.0	10.0	N/A	10.0	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	85	97.6	15.7	36.1	31.3	16.9	56.6	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	85	97.6	15.7	36.1	31.3	16.9	56.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	41	95.1	28.2	38.5	28.2	5.1	41.0	YES	YES
Full-pay meals	45	97.8	4.5	34.1	34.1	27.3	70.5	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 374)

Retention rate	0.0%	Down from 5.3%	10.2%	9.1%
Attendance rate	98.0%	Up from 96.5%	95.7%	96.0%
Eligible for gifted and talented	3.2%	Down from 3.9%	5.8%	5.8%
With disabilities other than speech	12.3%	Down from 14.5%	13.6%	12.7%
Older than usual for grade	3.7%	Down from 9.0%	10.2%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 29.0%	1.6%	1.6%
Enrolled in AP/IB programs	5.1%	Up from 0.0%	9.6%	10.2%
Successful on AP/IB exams	N/AV		43.5%	53.8%
Annual dropout rate	0.6%	Down from 0.9%	3.1%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	5.2%	3.6%
Enrollment in career/technology center courses	124	Down from 129	407	466
Students participating in worked-based experiences	0.0%	Down from 7.2%	19.1%	25.7%
Career/technology students mastering core competencies	75.0%	Down from 80.9%	77.1%	77.7%
Career/technology completers placed	N/A	N/A	98.7%	99.3%

Teachers (n= 38)

Teachers with advanced degrees	42.1%	Up from 36.4%	49.2%	52.0%
Continuing contract teachers	13.2%	Down from 68.2%	80.0%	82.1%
Highly qualified teachers**	86.2%	N/A	90.9%	89.5%
Teachers with emergency or provisional certificates	8.3%		8.9%	8.6%
Teachers returning from previous year	84.6%	Down from 90.1%	84.7%	86.2%
Teacher attendance rate	94.7%	Down from 96.2%	94.7%	95.3%
Average teacher salary	\$38,892	Down 1.8%	\$40,469	\$41,060
Prof. development days/teacher	11.2 days	Up from 5.9 days	10.2 days	10.6 days

School

Principal's years at school	15.0	Up from 14.0	4.0	3.0
Student-teacher ratio in core subjects	26.8 to 1	Up from 26.4 to 1	26.7 to 1	26.4 to 1
Prime instructional time	91.9%	Down from 92.0%	89.0%	90.0%
Dollars spent per pupil*	\$6,895	Down 7.5%	\$6,212	\$6,310
Percent of expenditures for teacher salaries*	46.7%	Up from 43.3%	58.0%	57.9%
Opportunities in the arts	Good	Up from Poor	Excellent	Excellent
Parents attending conferences	98.9%	Down from 99.0%	91.1%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Continuing budget cuts have caused drastic changes in both the high school and middle school teaching faculty. The high school has left the 4X4 block to return to a traditional instructional day which has added more responsibility to students on a daily basis. After checking grades and making comparisons to last year's grades, the failure rate seems to have increased in the high school. We have evaluated this situation and have decided to return to the 4X4 block this upcoming school year. Special emphasis was given to special populations during the 2003-2004 School Year with the addition of the Occupational Diploma Program. We do not have our test scores back at this time, but we are hoping to see an increase in the success rate of the number of special population students. The middle school has moved from a traditional 7-8 period day schedule to a 5-period schedule with extended time being given in the areas of math, science, language arts, and social studies. Teachers now have more time to devote to the basic core subject matter in hopes that test scores will increase. Teachers have been given more responsibility in the placement of students and are more sensitive to the needs of the students. Since January, both schools have been involved in using the Stuart Flanagan Model of Testing For High Standards.

L. Dwayne Howell, Principal
Karen Creech, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	94	32
Percent satisfied with learning environment	88.6%	84.9%	65.6%
Percent satisfied with social and physical environment	90.9%	89.1%	78.1%
Percent satisfied with home-school relations	65.9%	89.0%	54.8%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.